



A n n u a l R e p o r t

BEFARe

2002

Basic Education for Afghan Refugees

د افغانستان مهاجرو د پاره لومړني تعليمات

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
(German Agency for Technical Cooperation)



BEFARe Annual Report 2002

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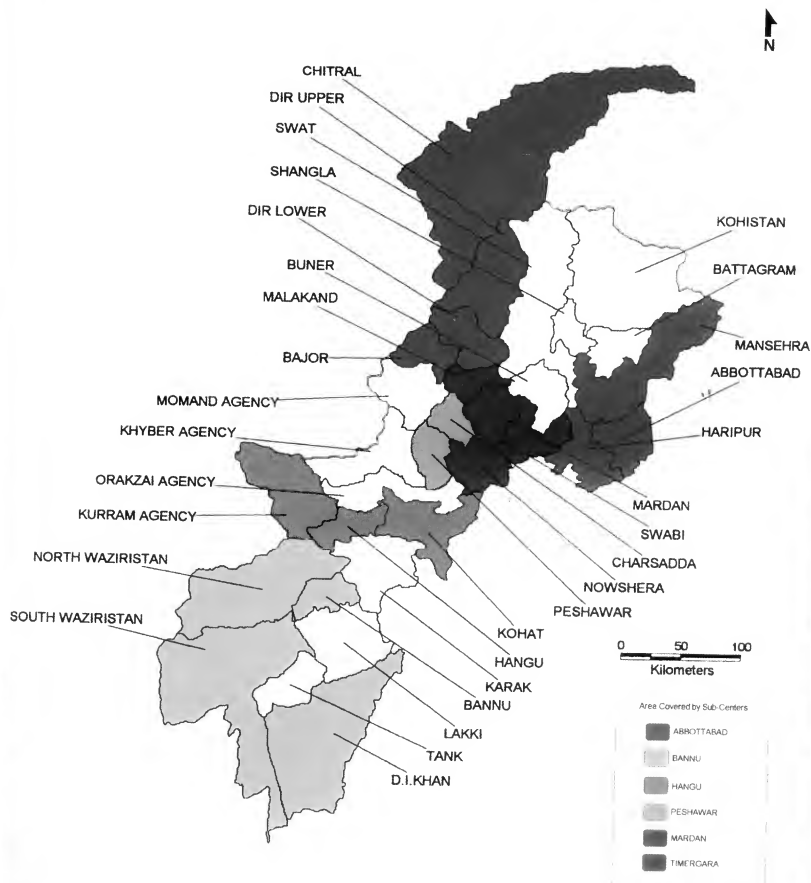
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List of Abbreviations

BEFARe	Basic Education for Afghan Refugees
BMZ	German Ministry for Economic Cooperation
CAR	Commissionerate for Afghan Refugees
CCAR	Chief Commissioner for Afghan Refugees
CIDA	Canadian International Development Agency
CP&D	Community Participation and Development
DFID	Department for International Development
EAD	Economic Affairs Division
FE	Formal Education
GTZ	German Agency for Technical Cooperation
HS	Home School
KC	Knowledge Centre
MIS	Management Information System
NFE	Non-Formal Education
NWFP	North West Frontier Province
P&D	Programming and Development
RC	Resource Centre
SMC	School Management Committee
UNHCR	United Nations High Commissioner for Refugees
WB	World Bank

North West Frontier Province - Pakistan



Area covered by Resource Centres (RC)

Mission Statement

"BEFARe provides basic education on the national and regional level to the vulnerable/disadvantaged, local groups and refugees. This is achieved and ensured through learner centred and activity based approaches. BEFARe continuously reviews and updates its innovative concepts, methodologies, quality teaching and learning material, including its technical and professional capacity. Our aim is to encourage involvement, participation, partnership and empowerment to and with all stakeholders."

INTRODUCTION

The project "Basic Education for Afghan Refugees" (BEFARe) is implemented by German Technical Cooperation (GTZ) and is one of the largest refugee education projects worldwide. The project was established for the provision of formal and non-formal education to the refugee community housed in the refugee camps of North West Frontier Province. It has been supported, since the late eighties by the German Government through its Ministry of Economic Cooperation and Development, (BMZ). The project is implementing activities for and on behalf of United Nations High Commissioner for Refugees (UNHCR), the Department for International Development (DFID) of the British government, the World Bank (WB) and more recently Canadian International Development Agency (CIDA) for identified / selected educational interventions.

The project has activities in formal as well as non-formal education. It has been developing textbooks and resource material for teachers, head teachers; providing teacher training including a cascading process of monitoring and supervision of teachers. It has organized, supported and trained School Management Committees (SMC) from the elders of the camps to share responsibilities of education.

During 2002, in order to keep pace with new dimensions in the field of education vis-à-vis continuously changing universal needs, situations and challenges, the project redefined its roles and engagements and focused itself to these current trends in education.

The previous Central Services and all its four components as planned for transformation were made independent units with all headed by respective Project Managers, reporting to the Management Team. The External Affairs section, due to the nature of its activities, has been changed to the "Programming and Development Unit", henceforth, adding more to its responsibilities and scope. The responsibilities of Community Participation and Development (CP&D) unit too have been increased by engaging the unit for the non-formal activities. It too, through its Project Manager, now reports directly to the Management Team. Similarly, the Production and Publication unit has been changed to Knowledge Centre, which is anticipated to have a more dynamic role.

The year 2002 saw the project implementing its mandated and committed activities successfully. In addition to the new terms of engagements with World Bank, the project pursued all its goals in formal and non-formal education. In the reporting year the project engaged the target community in both FE and NFE through community participation. This had its positive effects and the results in both forms of education showed marked improvement.

The joint evaluation by the UNHCR, GTZ and the Commissionerate for Afghan Refugees (CAR) was another highlight of the year. The five-week evaluation mission came up with recommendations among other things

Such as:

- Develop quality indicators.
- Develop a condensed primary education programme for youths/adults.
- Continue introducing double shift schools.
- Focus on recording, improving and reporting the quality of teaching and learning.
- Extend number of girl's schools.
- Monitor and evaluate the home schools and provide statistical and qualitative information on their progress.
- Support the provision of more and better middle and secondary schools.
- Extend periods of training.
- Provide management support to the head teachers of the schools.
- Further improve the working of the SMCs.
- Strengthen cooperation with CAR and UNHCR.
- Enlarge functions of the project to cover new areas-action research, training, consultancy, material development.

In this context, the project has been able to incorporate most of the recommendations and is working on the others. The Programming and Development unit has not only been able to coordinate and steer the implementing units with their plans but also with the recommendations. It has also consistently provided reports on monthly, quarterly and annual basis and has highlighted all the achievements of the project to various donor organizations.

The Annual Report for the year 2002 aims to elucidate the project activities and results in pursuance of its well-defined goals.

Holger Munsch
Chief Technical Advisor

Dr. S. B. Ekanayake
Technical Advisor

Highlights and Achievements of 2002

Despite the fact that, some repatriation trends had its bearing on project activities, the yearly enrollment in the formal education schools funded by UNHCR and representing the biggest refugee education project reached 110,089 students in the last quarter of the year [77,363 (70%) were boys and 32,716 (30%) were girl students] as against 90,757 students [68,470 were boys and 22,287 were girl students] who appeared in the final examinations in April of the same year. This shows an increase of over 19,000 students in one academic year. The increase in the enrolment of girls was over 10,000 during the same period.

Under the non-formal education activities of the World Bank project component, the total number of participants in the reporting year reached 9,225. A total of 4,978 of these participants were male, while 4,247 (more than 40%) were females in both home schools and the literacy programme through 355 integrated NFE courses. The programme is being implemented in the three operational areas of Hangu, Timergara and Mansehra/Abbottabad.

The first phase of the World Bank supported activities was completed with the successful achievement of one of the results in the formal education, "access to basic education is provided and improved for refugees living in remote areas".

The Community Participation and Development (CP&D) unit also enlarged its scope and started contributing to the non-formal educational activities.

The Management Information System (MIS) unit, building on its strengths, initiated the development of an extensive database of Afghan teachers in collaboration with UNESCO, UNICEF, UNHCR and other agencies engaged in Afghan refugee education.

An external evaluation of the project was conducted as a joint exercise of UNHCR, Commissionerate for Afghan Refugees (CAR) and GTZ. It was an extended evaluation and covered all implementation aspects of the project. A final report has been submitted and shared with all partners and donors.

The project, in an effort to attain highest levels and standards of quality education, engaged some distinguished trainers that helped to establish a system which would add to the quality of teachers, education material and ultimately the standard of education in the project schools. Dr. S.B. Ekanayake (a member of the evaluation team), a former UNESCO/UNHCR Advisor and expert on emergency and refugee education with long experience in the region was engaged as a facilitator and resource person to the first Training-of-Trainer (ToT) workshop. He was subsequently appointed as Technical Advisor and is now a permanent member of the Management Team. The workshop addressed issues of importance to the trainers and teachers, who had not been exposed to new trends in primary education. Some of the key issues that were addressed in the training were related to the Education for All (EFA) strategy, child-centered and problem-based teaching and learning, as well as the importance of social skills in the context of peace building and cooperation with others. At the conclusion of the workshop, a training manual was designed with an aim to build-on and record the experiences of the training workshop. The manual, "Mega Trends and Challenges in Refugee Education, A Guide book for Trainers", covers issues in teacher training in emergency situations.

The project also engaged Prof. Dr. Asoka Jayasena, a consultant from Sri Lanka for the curriculum development in the Knowledge Centre (KC). Her input facilitated the use of modern techniques in

development of a Knowledge Centre. The step is in conformity with the future strategy of BEFARe to build itself into a quality teacher training, education and knowledge management centre of excellence. Dr. Jayasena has been able to plan and devise strategies for the goals envisaged for the management of KC and its coordinated efforts with various implementing units.

In continuous efforts towards improvement in teachers' quality, the project engaged the Canadian International Development Agency (CIDA) for quality teacher training for both in-service and external teachers. The sub-project programmes are to be initiated in the first quarter of 2003.

The project not only achieved its goals in both formal, non-formal education and community participation but also went through many organizational development changes for transformation into an independent entity.

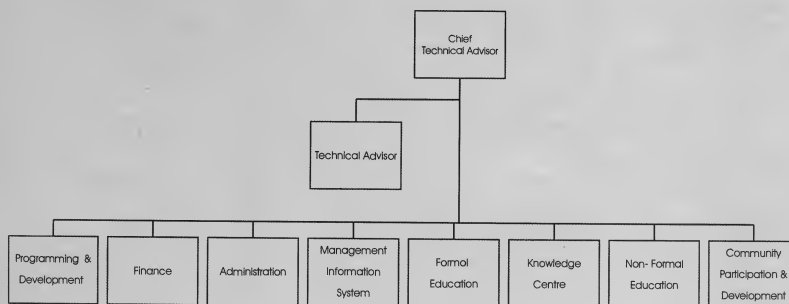
It made efforts to transform its status, scope and structure to continue its activities after 2003. The efforts were successful and the project, with the help of internal and external expertise has been able to develop plans for post-December 2003 implementation of educational activities.

S. J. Shah
Project Manager
Programming & Development



The Organization

During the year 2002, BEFARe was restructured in its organizational setup with further adjustments on the cards. Presently BEFARe has eight organizational units, which are:



1. Programming & Development (P&D) Unit

The Programming and Development unit, at BEFARe is a guiding and policy making unit. It represents the project with regard to partners and donors. It also explores the areas that are in need of further support and plans for future assistance. It guides the implementing units in achieving the targets and ensures compliance of project policy and commitments. The responsibilities also include developing of project proposals including budgeting and relevant economic calculations. It also prepares and submits narrative reports to donors. The unit ensures conformity to the agreements reached with the donor agencies and serves as the link between the implementing units. It also coordinates between the projects, its donors and partners with respect to all educational and management interventions and activities.

2. Finance Unit

The task of the Finance unit is to record, coordinate and ensure regular flow of funds for various unit activities. It also ensures that the financial operations regarding various heads are systematically reported to the donor organizations. Furthermore, it supervises and ensures the financial management control of the project through activities like book keeping, on-time disbursement of funds for salaries, procurement of equipment and other needs etc. Finance unit is also responsible for final budgeting of proposals, for submission to international donor agencies.

3. Administration / Human Resource Management (HRM) Unit

The unit looks after the administrative affairs of the project and is supported by 5 Resource Managers at the Resource Centre (RC) levels. Administrative tasks are the maintenance of RCs, repairs of vehicles, distribution of textbooks/materials, payment of incentives/salaries, procurement etc. Furthermore, the unit, in compliance with the project managers concerned, is also responsible for Human Resource Management of the project.

4. Management Information System (MIS) Unit

The Management Information System unit serves as an internal reporting unit of the project. The unit enables consistent and reliable information flow about all the project activities for FE & NFE from even the remote areas on monthly basis. This facilitates flexibility and adjustment of any deviation from the planned activities. The unit has been striving to report in quantitative as well as qualitative forms and has an extensive database of the existing project activities.

5. Knowledge Centre (KC)

The Knowledge Centre (KC) has been established with the objective of improving the standards in the educational programmes and assists in sharing knowledge and information amongst the units within BEFAre and exchanging the same with partners and donors through the P&D unit. The unit is involved in the production and publication (P&P) of revised and upgraded curricula with new and innovative concepts in education. The project materials are also being used by the other educational organizations like Save the Children (US), IRC and CARE International etc. including many agencies inside Afghanistan.

6. Formal Education (FE) Unit

The Formal Education unit is the larger of the two implementing units in the project. This unit caters for all the responsibilities of managing the formal schools for Afghan refugees on behalf of UNHCR and implementing separate additional activities under the World Bank component. It serves more than 110,000 children in its 320 schools. The two main areas of operation of this unit are: -

- a) School Management (SM)
- b) Quality and Training (Q&T)

7. Non Formal Education (NFE) Unit

The Non-Formal Education (NFE) unit accommodates those Afghan communities who were deprived of opportunities in attending formal school due to (a) age and (b) lack of opportunity. The unit implements the following NFE programmes on behalf of the World Bank and the DFID in addition to the activities as planned under its bi-lateral project component: -

- a) Literacy Programme (male and female)
- b) Home Schools Programme (boys and girls)

The NFE unit also implements educational activities for the local host Pakistani community.

8. Community Participation and Development (CP&D) Unit

The Community Participation and Development (CP&D) unit, through its activities facilitates both the activities of the FE and NFE. This unit assists the project in organizing and mobilizing the community prior to certain planned activities and enables it to comprehend and sustain certain activities through self-help basis. This is achieved through continuous organization and motivation of communities for various interventions.

Project Activities In Implementing Units During The Year 2002

Formal Education (FE)

The major task of the project in addition to the school administrative implementation on behalf of UNHCR is the provision of educational support and enhanced supervision of 320 schools with the attendance figure of more than 110,000 students with over 32,000 of these being girl students. The activities ranged from pedagogical to administrative to monitoring of the results, both planned and achieved under the UNHCR and World Bank sub-projects. The unit has been successful in implementing the international accepted methodologies of teaching and learning. The experiences gained during last years have been built-on and strategies have been revised in implementing activities for the reporting year. The project, in pursuance of its quality, engaged educational experts, who helped revise, update and modernize the teaching and learning methods. The FE unit of the project was highly successful in implementing those new techniques in the reporting year.

Objectives for the Year 2002 for UNHCR sub-project.

The unit had the following objectives for the academic year 2001-2002 in order to meet the project goal as agreed upon with UNHCR:

- Maintenance of all the 320 schools under its implementation,
- Regular monitoring of schools for improved quality education,
- Regular teacher's training seminars by the Quality and Training unit of GTZ-BEFARE,
- Voluntary teachers training seminars by the Field Education Supervisors,
- Introduction of double shift and branch schools in the overcrowded schools,
- Establishment of new schools wherever needed,
- Extensive collaboration through P&D Unit with UNHCR and other implementing partners,
- Recruitment of new teachers on need basis,
- Improving the school physical environment with community participation,
- Distribution of books, stationary and materials,
- Extra curricular activities for the students with the help of parents and community,
- Establishment of libraries and laboratories in the schools with community participation,
- Participation of the community through the SMCs in decision making and implementation process,
- Participation of the community in the payment of fees, repair / maintenance, white wash, tree plantation, extra curricular activities of students and other school related programmes.

The smooth and successful implementation of educational activities has been made possible by interlinking and coordinating of two main activities that directly contributed to the achievement of goals of the unit and the project. These are as under: -

- a) School Management (SM)
- b) Quality and Training (Q&T)

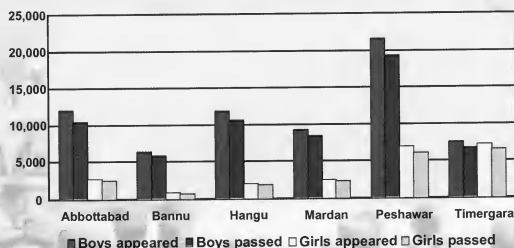
a) School Management

Annual examinations and Result Analysis: In the past annual examinations were school based and only the school administration was responsible for the preparation, checking and promoting the students to the next grades. In 2002, the project initiated a unified examination system, in accordance with the laid

down guide lines, such as the introduction of new methodology for the preparation of test papers for various subjects including marking of papers. It also developed criteria to promote students to the next grades. The consistency of quality in implementation of activities facilitated regular monitoring of the annual examinations by the respective Resource Centres as well as by the inspection teams from the main office. During the academic year (2001-2002) 90,757 students comprising of 68,470 boys and 22,287 girls appeared in the annual examination. Out of these 90,757 (89%) students comprising of 61,021 (89%) boys and 19,854 (89%) girls passed the examination. The drop out rate among the students during the same year was recorded at 7.78%. The following table provides detail statistics of students' performance in the annual examinations of each RC. The graphical illustration below also shows the pass percentage of boys and girls.

Resource –Centre	Appeared			Passed			Failed			Pass % ages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Overall	Boys	Girls
Abbottabad	12,018	2,766	14,784	10,381	2,510	12,891	1,321	336	1,657	87%	86%	91%
Bannu	6,351	802	7,153	5,777	721	6,498	504	81	585	91%	91%	90%
Hangu	11,820	2,005	13,825	10,598	1,822	12,420	1,226	183	1,409	90%	90%	91%
Mardan	9,264	2,485	11,749	8,371	2,275	10,646	851	210	1,061	91%	90%	92%
Peshawar	21,548	6,996	28,544	19,239	6,075	25,314	2,221	913	3,134	89% ¹	89%	87%
Timergara	7,469	7,233	14,702	6,655	6,451	13,106	761	890	1,651	89%	89%	89%
Total 2001-02	68,470	22,287	90,757	61,021	19,854	80,875	6,884	2,613	9,497	89%	89%	89%

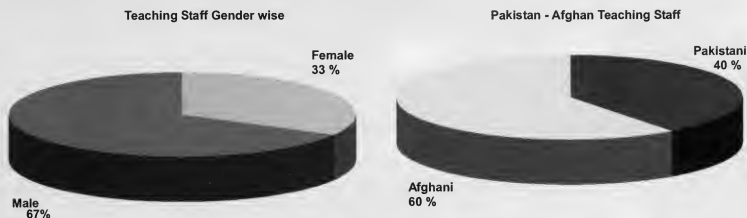
The project experienced an overall pass percentage of 89% during the reporting year.



Establishment of new schools: Though there has been some repatriation, the camp communities continued to demand the provision of additional schools. The project decided on the establishment of new schools after carefully taking into account the availability of resources and also by adhering to the following criteria:

- a written request by the community for establishment of the school,

- the number of school going children in the camp being viable for school establishment ,
- distance from the already existing GTZ school,
- the provision of school building by the community,
- recruitment of school staff according to GTZ standards.



Graphical illustration of newly appointed teachers

During the reporting period, the project established 19 new schools (11 girls, 8 co-education), while 1 boy's schools had to be closed down.

Recruitment of teachers: The recruitment of school staff for already established GTZ schools and newly established schools was also again made on merit. A large number of candidates, for the posts of teachers were tested, interviewed and finally 215 teachers (129 Afghans and 86 Pakistani out of which 71 were female and 144 were male) were selected on merit as per the requirement of GTZ-BEFARe selection criteria. The allocation of selected teachers to the operational Resource Centres (including the female Resource-Centre) and newly established schools were made keeping in view the following points:-

- increase in enrolment at the beginning of new academic year,
- to decrease teacher / students ratio,
- to equalize teacher / students ratio in all the Resource Centres,
- recommendations by the UNHCR Field Officers.

The process of the selection of teachers was as follows:

- announcement of the posts/vacancies,
- collection of applications and other supporting documents,
- short listing of candidates on the basis of qualification, age, locality and health/physical fitness,
- written tests and interviews by the selection committee,
- preparation of merit lists and waiting lists,
- adherence to probationary period for selected candidates.

Recollection of books: The project, in order to make the child grasp the idea of self help, encourages re-use of old books that do not need revision for the year. During the reporting period, the project collected 81,366 old useable books from the students and utilized the same books, in addition to the provision of new books. For details of the recollected books, please see Annexure 1 & 2.

Temporary transfer of Resource Centre (RC) staff: For the purpose of resource utilization and experience sharing without disturbing the regular activities of the project, the RC staff of plain areas was sent to Abbottabad and Timergara RCs in July and August (schools of plain areas were closed for summer

vacations). Similarly the RC staff of hilly areas was sent to Peshawar, Mardan, Hangu and Bannu RC in December (schools of hilly areas were closed for winter vacations). The temporary transferred staff helped their colleagues in regular activities and also evaluated their work for further improvement.

B) Quality and Training

Teacher training: The modern teaching and learning concepts are implemented in the training of teachers. Seminars are regularly arranged by GTZ-BEFARe to train the newly recruited teachers as well as to guide the already trained teachers in other subjects according to the latest methods. The main topics of the Teacher Training Seminars (TTS) in 2002 were as follows:

- Introduction to the revised "Teaching Aids" developed by BEFARe.
- General pedagogy and androgogy.
- Teaching methodology.
- Introduction to revised workbooks and teacher guides.
- Methods of use of material not produced by the project.



Training session for teachers

During the period, a total of 649 teachers were trained by the project covering the main topics of the teacher training seminars. The project provided basic training to 477 teachers (368 male and 99 female) for 10 days. Refresher training was also provided to 172 teachers (148 male and 24 female) for 5 days training according to the RCs is presented in the following table: -

Table 2: Training of Teachers

Resource-Centres	Basic training		Refresher training	
	Male	Female	Male	Female
Abbottabad	59	-	47	-
Bannu	9	9	9	-
Hangu	53	15	22	-
Peshawar	100	22	38	12
Mardan	55	19	26	12
Timergara	30	23	6	-
Shalman	72	11	-	-
Total	378	99	148	24
	477		172	
	649			

i) Administrative

- Punctuality of teachers
- Organization of the morning assembly
- Discipline among teachers and students
- Students' attendance

- Teachers' attendance
- School cleanliness
- Students' uniform
- School physical environment
- Repair and construction
- Classroom management

ii) **Pedagogical**

- Teaching methods of teachers and use of teaching aids
- Evaluation of students in different grades in different subjects
- Reading and writing skills of students



Training session for teachers

Table 3: Resource Centre wise pedagogical monitoring

S. No.	Resource-Centres	No. of FES	Lessons Monitored by FES		No. of Teachers Monitored	Time Spent in classrooms (Hrs)
			With HT	With out HT		
1	Abbottabad	9	842	4450	4815	4815
2	Bannu	10	411	3822	4224	4331
3	Female	6	49	2186	1735	2522
4	Hangu	12	760	6218	3238	6241
5	Mardan	9	512	3539	2263	3052
6	Peshawar	12	396	4714	3732	4973
7	Timergara	13	584	6071	3234	6389



Monitoring of the classrooms

Department Of Interational Development (DFID) Component

The DFID component complements the activities of the project agreed under the bi-lateral agreement including the components covered under the World Bank and the UNHCR. The following results were covered and assisted by the DFID during 2002:-

- 1. Availability of appropriate teaching-learning materials for formal (FE) and non-formal (NFE) education classes increased.*
- 2. Teacher training for formal education (FE) courses, grades 1 to 10, maintained and improved.*
- 3. Teacher training for non-formal education (NFE) courses, child grades 1 to 4 and adult levels 1 to 3, maintained and improved.*
- 4. Child education in school-classes (formal grades 1 to 6) conducted with community support.*
- 5. Child education in home-classes (non-formal grades 1 to 4) conducted with community support.*
- 6. Adolescent and adult education in home-classes (non-formal levels 1 to 3) conducted with community support.*
- 7. Teaching standards and infrastructure in Self-Help Schools (formal grades 1 to 6) improved.*
- 8. Project teaching-learning materials and methodologies extended (in Pakistan) to other Afghan education projects operating in Pakistan and/or Afghanistan.*

The contribution of DFID is also reflected in almost all areas of project implementation, namely capacity building of the project staff, training of teachers of both the formal and non-formal education programmes, funding of specific courses in the NFE, availability of material, equipment and resources to name a few. The DFID component greatly assisted the project in achieving positive results in all the committed programmes. Detail of trainings and courses supported by DFID are discussed later in this report.

World Bank Component

Formal education unit covers the following three results under the World Bank component: -

Result-1

The result, "Access to basic education is provided and improved for refugees living in remote areas". The project was successful in achieving this result in the first year of its implementation responsibilities. However, regular monitoring of activities will continue in future. The measure is expected to contribute towards the continuity of quality standards in the identified areas. As envisaged, 250 teachers of 50 remote area schools of three RCs of Bannu, Hangu and Timergara were trained. As planned, the enrolment of girls reached 15% of the total enrolment in these schools.

Five additional schools were also established on need basis through self-help initiatives. BEFARe will provide the required teaching / learning materials to these schools. Sanitation and physical environment of these schools will also be brought in conformity to majority of the existing schools.

Of the 50 schools that were targeted, a total of 250 teachers, out of which 188 were male teachers and 62 were female. Approximately 12,500 students are expected to directly benefit from these interventions. Teachers were monitored in their classes and they were also appraised for their needs and contents.

The details are enumerated as under:-

In addition to this, the Masters Trainers under the World Bank component were provided training at BEFARe, which comprised of the pedagogical, psychological and class room management issues and lesson plans.

The contents of these training were as under: -

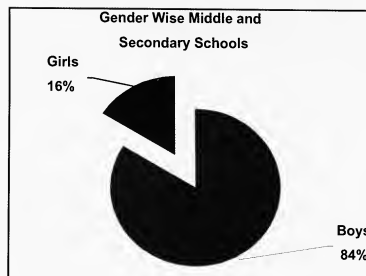
Table 4: Training of Teachers in Remote Area Schools

Resource-Centres	Total No. of Schools	Total Teachers trained	Male	Female
Bannu	24	120	95	25
Hungu	20	99	74	25
Timergara	6	31	19	12
Total	50	250	188	62



- Pre-reading concepts
- Structure of the teacher guide

- Analysis of lesson plan
- Class organization
- Teaching aids and its development from locally available material
- Understanding Afghan child
- Individual differences
- What is test and evaluation
- Problem based teaching, positive and negative learning, taxonomy, group work and its advantages, home work, its checking procedures/methods



The details for Result-2 are reflected in the NFE unit discussion on page 23.

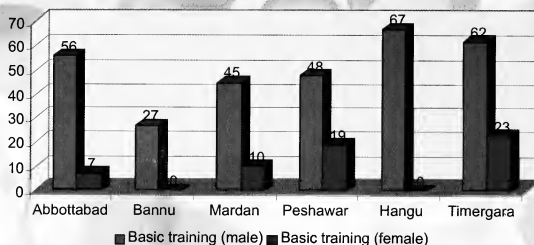
Result-3

The activities for the result, "The quality of education of selected middle and secondary schools is improved through an integrated teacher-training programme" have been carried out as per the plan envisaged for the reporting year. This programme was carried out specifically for selected teachers who were working under the Education Cell of the Commissionerate for Afghan Refugees.

The training of 364 teachers for this result is continued. The Master Trainers have been recruited and the curriculum manual has been developed in the reporting year. The distribution of material has commenced from February of this year (2003). However, regular monitoring is underway in addition to the community participation activities for this result and would continue in the subsequent period.

Table 5: Training of Teachers of Middle and Secondary Schools

Area / Camps	Basic Training (Male)	Basic Training (Female)
Abbottabad/ Mانشهرا	56	7
Bannu	27	-
Mardan	45	10
Peshawar	48	19
Hangu	67	-
Timergara	62	23
Sub-Total	305	59



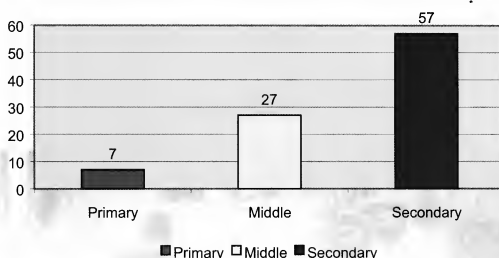
Result-4

The result mentions, "Existing availability of Self-help schools is improved through an integrated approach with active support of the community to prepare a high number of students for onward studies in middle and secondary schools." The activities to achieve this have been carried out as per the plan envisaged.

Table 6: Identified and selected Self-help schools under the World Bank (WB) component

Self-Help Schools										Total
Area / Camps	Primary			Middle			Secondary			
	Boys	Girls	Co-Ed.	Boys	Girls	Co-Ed.	Boys	Girls	Co-Ed.	
Abbottabad			1							1
Hangu		1		1	1					3
Mardan	1	2	1							4
Peshawar				13	1	11	12	24	21	82
Timargara			1							1
Total	1	3	3	14	2	11	12	24	21	91

Self-Help schools for World Bank training



Non-Formal Education (NFE)

The Non-Formal Education (NFE) unit offers basic education in the fields of adult literacy with integrated Mother Child Health (MCH) course being offered only to the female participants of the literacy programme. The unit also has an elaborated Home School (HS) course for both boys and girls. These interventions endeavor to provide quality education to those strata of the target community that has no or minimal exposure to education in the past. The basic purpose of offering NFE is to offer the target group the opportunity to be exposed to courses and material which contribute in building their learning capacities in a relatively shorter time. The unit continued with the provision of non-formal activities in the year 2002. Additional literacy and home school activities were also started with the formal initiation of the World Bank component which covered the following main activity as Result 2 under the agreement:-

Result-2

"Capacity of women and vulnerable persons in literacy, MCH and vocational skills is improved through the NFE-VET component, which will lead to women empowerment and income generation".

The commitments under the DFID component for NFE also continued in the second year of their implementation. These additional interventions greatly assisted the project in reaching those areas and target communities, which were either neglected because of scarcity of funds or not reached on account of logistical problems. Sustained efforts were also made to reach out to Afghan women and vulnerable persons in remote areas with these interventions.

Achievements of the NFE Unit

In the year 2002, the NFE unit, in line with its planned goals for the year, initiated courses in adult literacy, integrated with mother and child health education and home schools to achieve the following goals: -

- Maintain, expand and augment quality of the already operational NFE courses on sustained basis in the selected refugee camps and local host communities.
- Expansion and implementation of the experiences gained through courses in remote and inaccessible areas.
- Training of teachers in the camps for improved and revised methodologies.
- Refresher tutorials/seminars for all teachers.
- On-the-job training and regular monitoring and supervision of teachers and provision of timely feedback to those in need.
- Mid and final testing of all participants.
- Exposure of Master Trainers (MTs) to issues like gender and drug abuse etc.
- Training of staff members of other agencies.

The unit has also brought in a marked improvement in awareness trends of the target community regarding health related issues like:

- infant mortality
- infertility
- diet and hygiene
- danger signs in pregnancy
- procedure for a safe and healthy child birth



Home school class

- breast feeding
- vaccination
- mine awareness
- drug abuse etc.

Trainings

The unit also gave special emphasis on further improving its pedagogical outputs by providing regular on-the-job training and coaching to its teaching staff. Basic and refresher trainings were provided to the teachers of home schools and literacy courses which covered the following:

- Pre-reading concepts
- Structure of the teacher guide
- Analysis of lesson plan
- Home school class and literacy course organization
- Teaching aids and its development from locally available material
- Understanding the child and the adult participant
- Individual differences
- What is test and evaluation?
- Problem based teaching, positive and negative learning, taxonomy, group work and its advantages, home work, its checking procedures/method.

Table 7: Teachers training at Resource-Centre level, supported by World Bank

Resource Centres	Literacy teachers trained Primer & Arithmetic		Home school teachers trained		Total
	Male	Female	Male	Female	
Hungu	15	16	27	27	85
Manshera	13	7	19	9	48
Timergara	13	10	14	10	47
Total	41	33	60	46	180

During the year 2002, the unit provided training to total of 439 teachers of the home schools (see table 7 & Annexure 3).

Similarly, during the same period, it offered training to 198 teachers of literacy schools. 180 teachers were trained for the activities initiated under the World Bank component in both literacy and home schools while 333 teachers of home schools and 124 teachers in literacy were provided training under the DFID component. Detail of teacher training supported by DFID are reflected in Annexure 3.

The monitoring staff of the unit provided on-the-job training with regular visits to the courses. Mid and final tests were conducted from the students and participants of these courses as well.

A) Adult Literacy (male and female)

The Adult Literacy courses primarily engaged those adults who could not acquire basic education at earlier stages of their lives. The programme directly contributed to human development capacities of adult groups and augmented towards improved family and camp situations. This programme facilitated attainment of skills

like reading, writing, and simple calculations etc. The duration of the literacy course is 18 months, divided into three levels of six months each. The participants of these courses improve their skills in written language in the very first level i.e. the Primer. Arithmetic is introduced on the second level providing the participants with basic knowledge of numeric and simple calculations. The Reader is followed for practicing the newly acquired skills on the third level, having separate versions for males and females.



Adult literacy class

During the year 2002, a total of 5,288 participants acquired literacy skills through a total of 269 literacy courses. During this period, 3,060 (1,565 females) participants benefitted from 147 literacy courses under the World Bank component. Detail of courses and participants may be cited in Annexure 4, 5, 6, & 7.

Similarly, 2,228 participants acquired literacy skills, through 122 literacy courses, with the support of the DFID component, out of which 726 were females.

Table 8: Male Literacy Courses in 2002 (DFID)

S. No.	Camps	Courses	Registered Participants	Graduate Participants
1	Adizy	3	60	48
2	Akora	4	95	61
3	Baghicha	4	62	53
4	Baraki	4	61	58
5	Gamkool	9	160	154
6	Gandaf	4	64	54
7	Garai	2	40	39
8	Khazana	6	100	86
9	Munda	2	40	40
10	Naguman	2	30	27
11	Shamshato	5	75	52
12	Haripur	15	300	281
13	Timergara	30	549	549
Total		90	1,636	1,502

Table 9: Female Literacy Courses in 2002 (DFID)

S. No.	Camps	Courses	Registered Participants	Graduate Participants
1	Akora	1	21	Closed
2	Julozai	2	40	40
3	Kachaghari	11	274	255
4	Munda	6	150	149
5	Mera Kachori	3	80	72
6	Buffa Vilage	9	225	210
Total		32	790	726

B) Home Schools (for girls and boys)

Home School courses are intended for those boys and girls who, for a variety of reasons, cannot or could not go to schools. These schools are run in those camps where there are no schools available or schools are at a distance and not easily accessible. This accelerated programme of 30 months covering 5 grades of formal school curriculum serves as a bridge between FE and NFE for those girls and boys who want to continue their education in the formal schools.



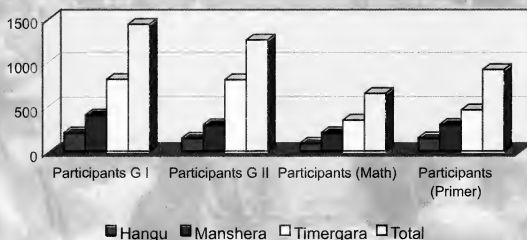
**Home School
(co-education / class)**

During the year 2002, 13,887 participants graduated from 536 home schools. During this period, 6,165 participants benefited from 208 home schools implemented under the World Bank component. A total of 3,483 were girl participants who benefited from 117 home schools.

Similarly, there were a total of 7,722 participants who completed their course levels from 329 home schools with the support of the DFID project component. There were 99 courses for 1,982 girls who passed their course levels. The planned activities under both the World Bank and DFID components will continue in the next year. The project intends to increase and expand the number of NFE courses during the next phase starting from January 2003 with the support and cooperation of its present and future partners. Detail of Home School courses supported by DFID can be cited in Annexure 8 & 9.

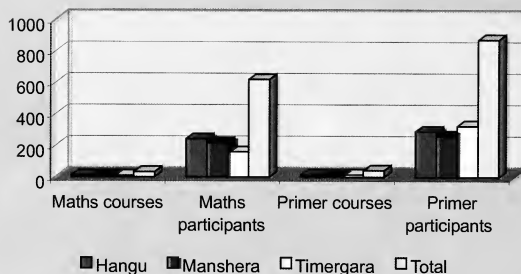
The NFE unit, during year 2002, was also successful in initiating 60 co-education home schools. The staff of the unit also collected funds to arrange fans, and water-coolers to these courses during the summer season and arranged woollen shawls in winter to the participants for their encouragement.

Female participants of Home Schools and Literacy courses (WB)



The unit also continued with its mobile library programme. Mobile libraries were introduced to fulfill the needs of those home based schools and literacy courses, especially where there was a lack of such facility at the camp and community level. These libraries, as the name suggests, are moved from school to school and course to course for certain duration, to provide an opportunity to the students and the participants to benefit from the availability of additional educational material not covered in the curriculum. In the year 2002, 16 additional libraries were distributed in areas where non-formal educational programmes were conducted.

Male participants in Literacy Courses (WB)



Training of NFE Staff

To further develop the capacities of the NFE staff, gender training was organized through Aurat Foundation. The training was based on concepts of gender and development and women rights issues. It assisted the project in raising the conscious and capacity level of its female staff including selected male staff through information on gender issues. The training also included concepts of gender communication and training skills and basic essentials of preparing training modules. The training, in two phases, was conducted by Aurat Foundation from September 25 to 28 for four days and then from 25th October to 29th October for five days. The ideas and concepts gained during the training were practically implemented through a theatre-training workshop, which was conducted from 9th November to 19 November 2002 by Interactive Resource Centre (IRC).

Local Host Community

The literacy rate has been growing in Pakistan at the rate of 3.23 %, the number of illiterates has doubled from about 22 % to 49% until 1998. At the current rate, Pakistan could end up with 108.7 million illiterates by the year 2025, which is an alarming number. Keeping this in consideration, the unit also initiated a pilot programme for the local host Pakistani community by offering NFE courses in the Baffa catchment area of Manshera district with the support of DFID. The initial feedback has been very positive and the project intends to expand its coverage to the local community in the future on a much broader scale. Similarly grade five will be introduced for the first time in the home schools for the courses starting in January of 2003.

Community Participation and Development (CP&D)

The Community Participation and Development (CP&D) unit has been successful in bringing a constructive change in the social behavior of the community in the perspective of primary education. The concept of School Management Committees (SMCs) has played an important role in the process of change. Its function is regarded as a keystone in development of the community participation activities in the implementation of the educational programme and contributed towards results of the all the donors. The unit carried out surveys that included a "Need Assessment Survey" for the World Bank component for all the four results under the agreement. The results of the survey provided the project with all the information concerning the needs and requirements which could be addressed through the implementation of the envisaged results. The unit also carried out a survey to look into the reasons of student dropout, with the result showing poor economic situation of the parents as being the main cause of the drop-out. Detailed results, after analysis were submitted to various units and necessary actions where possible were taken to rectify the negative trends at various places.

During the reporting period, the unit was committed to encourage community participation and self-reliance in the target group. The SMCs accomplished various tasks including: campaigning for awareness, controlling student's absenteeism and dropout, conflict resolution between school and community, fund raising for school development i.e. repair and maintenance, additional construction for improving the schools learning and physical environment and holding of monthly SMC meetings etc.



SMC meeting in progress

During the year 2002, a sum of more than Rs. 3.4 million was raised by the SMCs for the support of primary education through out the operational areas. Detail of funds raised may be cited in Annexure 10.

A total of 15,650 additional students including 5,907 girls' were enrolled in different schools of BEFARE through intensive SMCs efforts. In addition to the above, 121 classrooms, 28 verandas, 57 toilets, 74 roof replacements were carried-out with the funds collected in various schools of the project.

The SMCs also contributed in repair and maintenance of the schools buildings. In this regard, 193 schools were white washed, 224 schools were either mud plastered or repaired. Besides the above achievements, the unit also introduced new innovations as best practices e.g. SMCs cluster wise assessment meetings, youth oriented programmes, child oriented activities and holding of periodical events. Detail of all these activities may be cited in Annexure 11, 12 & 13.

The field staff, Community Motivators (CMs) and Community Participation Assistants (CPAs) were given opportunities to develop their skills and capacities through different trainings, workshops and seminars. The CMs and CPAs received trainings at various levels and topics in addition to on-the-job training. The CMs were given an opportunity to participate in the following training programmes:

- one day workshop on "Child Protection In Emergency"
- 5 days "ZOPP Planning Workshop"
- 4 days "MEGA TREND Training In Teaching"
- 5 and 7 days of "Organizational Development and Planning Workshop"

- 4 days training workshop on "Basic Concept on Gender"

The training like the "Mega Trends in Education, training and teaching" helped the unit to gain and implement new concepts in education. Similarly, the Gender Training workshop exposed the unit to the relevant concepts in gender. Similarly, 16 Community Participation Field Assistants (CPA) also received a 3 days basic training on community participation and development under the World Bank component for further development of their capacities in the following major areas:

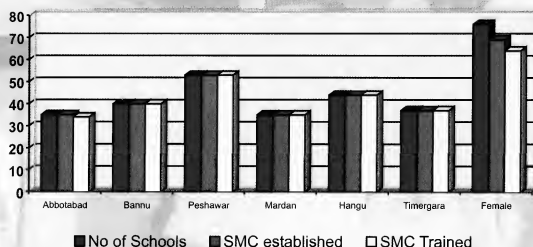
- Community development.
- Social organization (principal, need and importance).
- Community participation.
- Motivation, organization and mobilization process.
- Communication.
- Participatory monitoring and evaluation concept.
- Problems and resources identification through PRA.

Table 10: SMC's establishment and training in the year 2002

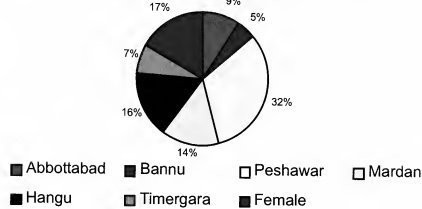
Resource Centres	SMC's establishment		SMCs received Basic Training		SMCs received refresher Training	
	No. of SMCs	Members	No. of SMCs trained	Members	No. of Refresher trainings	Members
Abbottabad	2	23	4	43	10	110
Bannu	-	-	-	-	7	72
Peshawar	4	42	4	42	15	162
Mardan	2	24	2	24	16	202
Hangu	1	11	1	11	13	182
Timergara	-	-	-	-	16	238
Female	12	171	9	157	18	217
Total	21	271	20	277	95	1183

During the year 2002, 96% of the SMCs raised funds, which were spent on various activities, mentioned in the annual report of the unit and book keeping of the same is maintained at school level.

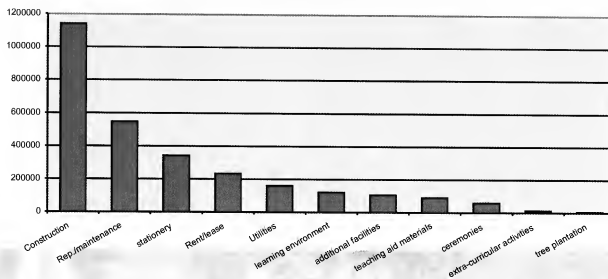
Resource center wise SMC Infrastructure



Resource-Centre wise financial contribution in 2002



Utilization of collected funds in different activities



Impact of Community Participation and Development activities

The positive impact of CP&D unit activities is evident from the following indicators:

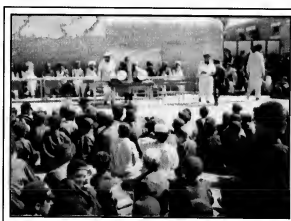
- Increase in demand for opening of more schools especially for girls.
- Improved physical infrastructure and learning environment of schools.
- Increase in sense of responsibility and ownership among the community.
- Increase in overall enrollment of the students and decrease in dropout rate.
- Reduced students / teachers absenteeism.
- Mobilization of different resources of the community and participation of the parents in various schools functions.
- Monthly meeting of the SMC members including elders of the camp to discuss various issues and its solutions.
- Improvement of discipline and unity among the students.
- Reduced environmental pollution through tree plantation.
- Improvement in school infrastructure through active involvement of communities in repair and maintenance of school premises.
- Increased educational awareness by holding door to door visits.
- Increase in flow of field information.
- Increase of interaction with community at grass root level.
- Increase in substantial financial contribution for the promotion of basic education.

Co-curricular activities

For the encouragement of co-curricular activities, special events like annual days, parents days, debates, sports competitions etc., were organized and widely participated and supported by the SMCs and parents. Details of these activities may be cited in Annexure 14, 15, & 16.



Parents day cerebrations



Skit on the importance of education

Teacher's Day, Mother's Day, and International Children's Day etc. were also observed on internationally specified days.



Sports competition

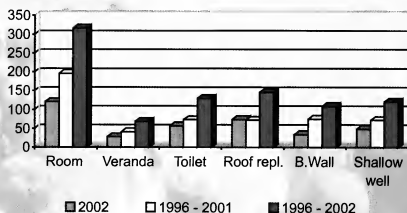
Campaigns

A total of 6,327 saplings of various kinds were planted, (costing Rs. 15,443), in different schools through out the operational area. Overall adherence to uniforms was improved to 80% in all schools.

Community input in construction work

The community supported the project in the following construction activities: -

Community Participation in different construction activities



Knowledge Centre (KC)

The previous Production and Publication unit of the project has been transformed into the Knowledge Centre (KC). The step for change in name is in accordance with the long term plans of the project in curriculum development, pedagogy, androgogy and production of teaching and learning materials.

The aim of the Knowledge Centre is to provide and develop all teaching learning materials for the learners in order to facilitate and promote active and learner centered basic education, keeping in view the socio-economic needs of the Afghans.

Knowledge Centre is a central unit providing technical support to all Resource Centres through FE, NFE and CP&D units. It is producing, revising and developing object oriented teaching learning materials, which are based on the daily needs of the target groups and follow closely by related teacher guides and teaching aids, which have learner centered approaches.

Knowledge Centre develops functional and job oriented basic education and training materials for Afghan refugees (children, adult, male, female) in conflict and relief situations, so that they develop their knowledge, attitude, skills and functionality to be able to cope with daily needs of life and are able to actively participate in reconstruction and development of Afghanistan.

BEFARe's educational achievements through the development of quality materials in Afghan national languages (Pashto & Dari) have maintained its sustainability. Knowledge Centre is working various issues including documentations of the project know-how, best practices; need based trainings and quality assurance etc.

The material developed for FE and NFE units are implemented on the target groups and modified / finalized after assessing their effectiveness prior to printing. During the year 2002, the unit revised and developed books for both formal as well as the non-formal educational sector. A detailed mention of all books published and revised for Formal and Non-Formal education is listed below: -

List of materials produced and developed by Knowledge Centre

Materials for Formal Education:

A. Pashto Version:

1. Educational Programme of Mathematics, Physics, Chemistry and English for Middle and Secondary Schools. (Pashto), September, 2002
2. Teachers Guide of Mathematics, Physics, Chemistry and English for Middle and Secondary Schools (First Part), September, 2002
3. Teachers Guide of Mathematics, Physics, Chemistry and English for Middle and Secondary Schools (Second Part), September, 2002
4. In Service Training Programme for Middle and Secondary Schools, (Pashto), Oct. 2002
5. Inexpensive Science Activities (First Part), (Pashto), May, 2002
6. Inexpensive Science Activities (Second Part), (Pashto), May, 2002
7. Inexpensive Science Activities (Third Part), (Pashto) May, 2002
8. Revised Pashto Teacher's Guide Grade V

9. Revised Pashto Math Grade IV
10. Revised Pashto Math Grade V
11. Revised Pashto Math Grade VI

B. Dari Version

1. Dari Math Textbook Grade V January, 2002 (ready for print)
2. Dari Math Teacher's Guide Grade V February, 2002 (ready for print)
3. Dari Textbook Grade IV, April, 2002 (ready for print)
4. Dari Teachers' Guide Grade IV, July, 2002 (ready for print)
5. Dari Textbook Grade V, July, 2002 (ready for print)
6. Dari Teachers' Guide Grade V, December, 2002 (ready for print)
7. Dari Math Textbook Grade VI, September, 2002 (ready for print)
8. Dari Generic Teachers' Manual, April, 2002 (ready for print)

C. Teaching Aids

1. Revised Pashto Pictorial / Non Pictorial cards and charts for Grade I
2. Revised Pashto Pictorial / Non Pictorial cards and charts for Grade II
3. Revised Math cards / charts for Grade I
4. Revised Math cards / charts for Grade II
5. Revised Math cards / charts for Grade III

Materials for Non-Formal Education

Pashto Version

1. Pashto Follow - up Material for NFE (The Great Personalities) April, 2002 (ready for print)
2. Social and Natural Science for Home Schools Grade V (Pashto) December 2002 (ready for print)
3. Pashto for Home Schools Grade V December, 2002 (ready for print)
4. Mathematic for Home Schools Grade V December, 2002 (ready for print)
5. Revised Pashto Adult Literacy Reader for male
6. Revised Pashto Adult Literacy Reader for female

Dari Version:

1. Functional Learning (Dari) June, 2002 (ready for print)
2. Instructors Handouts for Dari literacy Arithmetic level September. 2002 (ready for print)

Annexures

Annexure 1: Recollection of Pashto, Math and Urdu books

Resource-Centres	Pashto books				Math books				Urdu books				
	G-III	G-IV	G-V	G-VI	G-III	G-IV	G-V	G-VI	G-II	G-III	G-IV	G-V	G-VI
Timergara	0	681	461	327	284	496	413	302	455	515	488	340	0
Hangu	234	503	331	279	218	269	186	148	310	317	389	215	204
Peshawar	1538	1246	1045	725	234	810	967	693	994	978	1182	900	455
Bannu	384	347	279	150	116	201	207	0	205	296	282	209	160
Mardan	526	608	407	520	504	602	452	503	131	148	146	58	55
Abbottabad	120	255	237	192	82	150	184	68	207	203	184	169	131
Total	2802	3640	2760	2193	1438	2528	2409	1714	2302	2457	2671	1891	1005

Annexure 2: Recollection of Islamiyat, English, Science and Social Study books

Resource Centres	Islamiyat Books						English books					Science Books			Social Study Books		
	G-I	G-II	G-III	G-IV	G-V	G-VI	G-II	G-III	G-IV	G-V	G-VI	G-IV	G-V	G-VI	G-IV	G-V	G-VI
Timergara	639	996	945	684	594	357	479	370	506	355	198	784	497	306	637	510	314
Hangu	677	827	843	703	412	331	257	326	340	265	210	691	464	321	779	425	331
Peshawar	1539	1928	1903	1637	1149	806	791	1017	1036	716	570	1610	1088	762	1284	1063	746
Bannu	459	644	482	428	294	204	399	396	287	242	163	409	291	187	407	291	190
Mardan	0	0	603	615	401	241	94	112	88	103	97	704	201	296	688	168	257
Abbottabad	249	267	246	186	173	149	192	244	317	285	195	274	300	246	273	277	234
Total	3563	4662	5022	4253	3023	2088	2212	2465	2574	1966	1433	4472	2841	2118	4068	2734	2072

Annexure 3: Teachers training at Resource-Centre level, supported by DFID

Resource Centres	Literacy teachers trained Primer & Arithmetic		Home school teachers trained		Total
	Male	Female	Male	Female	
Peshawar	36	21	94	92	243
Manshera	15	10	40	8	73
Timergara	30	-	73	-	103
Mardan	12	-	26	-	38
Total	93	31	233	100	457

Annexure 4: Female participants in Literacy Courses (WB)

Resource Centres	Mathematics		Primer Level	
	Courses	Participants	Courses	Participants
Hangu	5	90	7	150
Manshera	10	210	13	300
Timergara	16	350	21	465
Total	31	650	41	915

Annexure 5: Male participants in Literacy Courses (WB)

Resource Centres	Mathematics		Primer	
	Courses	Participants	Courses	Participants
Hangu	12	243	14	290
Manshera	11	217	13	260
Timergara	10	160	15	325
Total	33	620	42	875

Annexure 6: Home Schools for girls (WB)

Resource Centre	Grade-I		Grade-II	
	Courses	Participants	Courses	Participants
Hangu	23	690	19	543
Manshera	14	420	14	420
Timergara	27	810	20	600
Total	64	1,920	53	1,563

Annexure 7: Home schools for boys (WB)

Resource Centres	Grade-I		Grade-II	
	Courses	Participants	Courses	Participants
Hangu	7	210	6	147
Manshera	14	410	10	300
Timergara	27	810	27	805
Total	48	1,430	43	1,252

Annexure 8: Home schools for boys (DFID)

S. No.	Camp	Courses	Registered Participants	Graduate Participants
1	Adizy	10	300	295
2	Akora	6	240	139
3	Baghicha	8	240	236
4	Baraki	12	360	237
5	Gamkool	7	210	186
6	Gandaf	6	180	159
7	Kacha Garai	8	270	214
8	Khazana	15	450	333
9	Munda	13	390	387
10	Naguman	6	180	167
11	Shamshato	26	810	747
12	Timergara	73	1631	1,534
13	Haripur	40	1,195	1,106
Total		230	6,456	5,740

Annexure 9: Home Schools for girls (DFID)

S. No.	Camp	Courses	Registered Participants	Graduate Participants
1	Akora	21	595	208
2	Jalozai	31	841	683
3	Bada Bar	22	616	561
4	Mara Kochori	11	284	147
5	Munda	6	180	179
6	Baffa	8	240	204
Total		99	2,756	1,982

Annexure 10: Resource-Centre wise fund raising during different periods

Resource Centres	Year 2002		1996 – 2001	
	No. of schools	Fund raised in Rs.	No. of schools	Fund raised in Rs.
Abbottabad	30	322,619	31	633,105
Bannu	38	164,303	40	334,494
Peshawar	51	1,092,541	49	1,832,967
Mardan	34	476,128	32	463,229
Hangu	44	553,928	43	817,712
Timergara	37	258,083	35	474,547
Female	72	579,613	59	772,610
Total	306/320	3,447,215	289/301	5,328,664

Annexure 11: Input of community in construction activities during the year 2002

Resource Centres	Class rooms constructed			Verandas constructed			Toilets constructed		
	Schools	No. of rooms	Amount spent in Rs.	Schools	No. of verandas	Amount spent in Rs.	No. of Schools	No. of Toilets	Amount spent in Rs.
Abbottabad	6	6	40,890	-	-	-	1	1	3,050
Bannu	12	14	48,640	3	10	24,335	1	1	2,130
Peshawar	13	29	204,761	5	5	19,207	11	22	48,110
Mardan	8	24	134,933	3	3	11,957	12	20	16,336
Hangu	9	12	74,247	2	2	13,079	1	2	3,800
Timergara	5	10	59,917	2	2	2,600	3	4	8,172
Female	15	26	114,144	6	6	24,110	7	7	16,312
Total	68	121	677,532	21	28	95,288	36	57	97,910

Annexure 12: Improvement of infrastructure carried out during year 2002

Resource Centre	Roof replacements			Boundary walls construction			Shallow well digging and further digging			
	Schools	Roof Replacement	Amount spent in Rs.	Schools	No. of B. Walls	Amount spent in Rs.	Schools	No. of well	No. of tanks	Amount spent in Rs.
Abbottabad	2	2	10,058	3	3	3,680	2	1	1	11,010
Bannu	-	-	-	1	1	17,340	5	5	-	2,615
Peshawar	2	2	3,431	3	3	6,082	8	7	1	13,665
Mardan	6	10	33,134	12	12	26,870	9	9	-	19,462
Hangu	8	23	12,418	2	2	13,654	15	14	1	18,192
Timergara	9	36	9,921	4	4	4,250	13	13	-	10,515
Female	6	11	10,332	9	9	30,462	6	2	4	12,224
Total	33	84	79,294	34	34	102,338	58	51	7	87,683

Annexure 13: Repair and Maintenance in schools

Period / Activities	Year 2002				1996 - 2001			
	schools	Type of Repair			schools	Type of Repair		
		Full	Partial	Amount		Full	Partial	Amount
White wash	193	122	71	197,400	290	233	196	316,555
Roof, floor, walls mud plaster	181	147	34	193,422	141	199 rooms	181 verandas	150,090
Rooms, veranda toilet repair	152	72 rooms 85 Verandas	-	67,229	146	36 rooms	165 Verandas	132,557
Floor ground leveling	18	5	13	12,947	65	35	31	40,153
Boundary wall repair	17	3	14	13,797	102	56	100	141,205
Repair doors, windows	66	107 doors	177 windows	34,799	166	273 doors	368 windows	55,630
Chairs, benches table repair	129	389 chairs	105 tables 35 benches	28,371	152	1076 chairs/ benches	215 tables	48,666

Annexure 14: Annual days celebrated in various schools

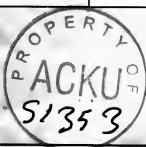
Resource Centres	Annual Days			
	No. of schools celebrated annual days	No. of students took part	Parents participated	Amount Spent in Rs.
Abbottabad	33	150	1200	403
Bannu	40	180	800	800
Peshawar	43	360	3244	22,314
Mardan	35	243	2125	8,083
Hangu	36	220	2200	-
Timergara	26	172	440	-
Female	15	295	-	2,789
Total	228	1,620	10,009	34,389

Annexure 15: Parent's Day / Debates organized in various schools

Resource Centres	Parent's day / debates organized				
	No. of Parents days	No. of debates	Students participated	Parents/community members	Expenses (Rs)
Abbottabad	12	-	84	214	4500
Bannu	16	20	360	1100	-
Peshawar	25	18	432	2200-	7577
Mardan	17	20	533	1452	2145
Hangu	13	18	354	2610	-
Timergara	12	18	462	663	3110
Female	11	-	197	1030	6369
Total	106	94	2,422	9,269	23,701

Annexure 16: Sports competitions held in various schools

Resource Centres	Sports competition			
	No. of Sports competitions	Students took part	Parents participated	# of Prizes distributed
Abbottabad	8	115	208	-
Bannu	20	440	2000	100
Peshawar	24	333	1403	-
Mardan	28	545	1211	545
Hangu	14	214	1510	-
Timergara	24	339	1200	-
Female	3	80	-	50
Total	121	2,066	7,532	695



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